

Summary Report

September 10, 2015

North Dakota IDEA Advisory Committee



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North Dakota IDEA Advisory Committee Position Statement on a Unified System of Education

North Dakota shall have a seamless education system that is responsive to the needs of all children, adolescents, and young adults, and their families. Parents and students must be given the opportunity to participate as full partners in all educational endeavors. We must build the capacity in general education for all children, while supporting each individual student's rights and the gains made since the passage of federal legislation in special education. In such a system all children reap the benefits of a free appropriate public education through effective, research based, instructional programs and practices based on equitable standards with accountability and high expectations for all.

Approved by the ND IDEA Advisory Committee on September 21, 2001.

ABOUT THE ADVISORY COMMITTEE

The purpose of the North Dakota Individuals with Disabilities Education Act (IDEA) Advisory Committee is to provide advice and guidance to the Department of Public Instruction with respect to special education and related services for children and youth with disabilities as required by the Individual with Disabilities Education Act (IDEA). The committee provides a forum for issues regarding potential unmet needs of students with disabilities. The advisory committee members are viewed as key agents in their efforts to improve educational opportunities for children with disabilities in North Dakota. One of the most significant contributions each member brings to the committee is his or her representation of a constituency.

The functions of the North Dakota IDEA Advisory Committee are to:

- Advise the Department of Public Instruction of unmet needs within the State in the education of individuals with disabilities;
- Comment publicly on the rules and regulations proposed by the Department of Public Instruction regarding the education of children and youth with disabilities;
- Advise the Department of Public Instruction in developing evaluations and reporting on data to the Secretary of Education under Section 618;
- Advise the Department of Public Instruction in developing a state performance plan and annual performance reports under Part B of the Act;
- Advise the Department of Public Instruction in developing and implementing policies relating to the coordination of services for children with disabilities; and
- Advise the Department of Public Instruction regarding the education of eligible students with disabilities in adult prisons, children with disabilities who are homeless, and children with disabilities participating in child welfare services.

MEMBERSHIP

The North Dakota IDEA Advisory Committee is formed of a broad representation of individuals with knowledge and expertise on needs of children with disabilities. Appointments to the committee are made by the North Dakota Superintendent of Public Instruction for a three year term. In accordance with the regulations governing the implementation of the IDEA, the majority of members of the committee are parents of children with disabilities or individuals with disabilities. The remaining members of the committee represent a variety of stakeholders concerned with, and involved in, improving results for children with disabilities attending public schools in North Dakota, state supported educational programs, private schools, juvenile and adult correctional facilities, state human service agencies, and higher education representatives.

STATE ADVISORY COMMITTEE ON THE EDUCATION OF CHILDREN WITH DISABILITIES
CHAIR: Cathy Haarstad
VICE CHAIR: Shannon Grave

CONSUMERS

Matthew Young (8/30/2016)

Matthew McCleary (9/30/2016)

Leon Dietrich (9/1/2018)

PARENTS OF INDIVIDUALS WITH DISABILITIES

Shannon Grave (9/30/2017)

Cathy Haarstad , Executive Director (9/30/2018)
Pathfinder Family Center

Hilory Liccini (6/30/2018)

Patti Redding (8/30/2016)

Aleja-Laura Larson (9/1/2017)

Pam Berreth (8/30/2016)

Vicki Peterson (9/30/2017)

STATE AND LOCAL EDUCATION OFFICIALS

Debra Huber (6/30/2018)
ND Department of Career and Technical Education

Kim Colwell (9/30/2016)
Roosevelt Elementary, Fargo

Ed Boger, Secondary Principal (9/30/2017)
Hazen High School

STATE AGENCY REPRESENTATIVE

Amanda Carlson (9/30/2017)
ND Department of Human Services
Division of Developmental Disabilities

Lucy Fredericks (9/30/2016)
ND Dept. of Public Instruction
Indian Education

SPECIAL EDUCATION ADMINISTRATIVE REPRESENTATIVES

Leona Zemliska (9/30/2016)*
Southwest Special Education Unit

Kathy Schauer (9/30/2015)
South Central Prairie Special Education Unit

HIGHER EDUCATION REPRESENTATIVE

Katherine Terras, Assistant Professor (9/30/2015)
University of North Dakota

MEMBER AT LARGE
CONSUMER/ADVOCATE GROUPS

Cindy Lund, Disabilities Advocate (9/30/2015)
ND Protection & Advocacy Project

EDUCATORS/RELATED SERVICES

Colette Fleck (12/30/2016)
Standing Rock Community School

Marlene Young (8/30/2016)*
Steele-Dawson Public Schools

NON-PUBLIC SCHOOLS

Matt Strinden (9/30/2017)
Cathedral of the Holy Spirit, Bismarck

STATE JUVENILE AND ADULT CORRECTIONS AGENCIES

Michelle Hoechst (9/30/2017)*
ND Youth Correctional Center

BUREAU OF INDIAN AFFAIRS REPRESENTATIVE

Robert J. Parisien (9/30/2016)
Standing Rock Agency

STATE CHILD WELFARE/FOSTER CARE

Karin Stave (9/30/2017)
West Central Human Services

STATE/LEA OFFICIAL HOMELESS ASSISTANCE

Jackie Harasym (9/30/2017)
ND Department of Public Instruction
Title I Office

(Date indicates end of current term)

*Also a parent representative.

COLLABORATIVE EFFORTS

In North Dakota, the lead agency responsible for services for children with disabilities from birth through age 2 (IDEA, Part C) is the Department of Human Services. The lead agency responsible for services for children with disabilities from age 3 through 21 (IDEA, Part B) is the Department of Public Instruction. Since September 2002, the ND Interagency Coordinating Council (IDEA, Part C) and the ND IDEA Advisory Committee (IDEA, Part B) have recurrently held joint meetings.

YEAR IN REVIEW

The IDEA Advisory Committee held regular quarterly meetings throughout the year. Complete minutes are available on the Department's website.

Meeting Summary: September 11, 2014

John Copenhaver, Director of the Mountain Plains Regional Resource Center (MPRRC), a project within Technical Assistance for Excellence in Special Education (TAESE), a division of the Center for Persons with Disabilities at Utah State University, provided training for new Committee members describing the role and responsibilities assigned to them. It was noted that the Committee should advise the Department of unmet needs, comment on any rules or proposed regulations, and discuss interagency agreements relating to special education services.

The North Dakota State Director informed the Committee that North Dakota received a Needs Assistance status for the ND Annual Determination under Part B of the IDEA. The determination was based on the U.S. Office of Special Education Program's (OSEP) new accountability framework: Results Driven Accountability (RDA). For the first time the National Assessment of Educational Progress (NAEP) scores and participation rates for grades 4 and 8 for children with disabilities were used for the determination. The only Indicator that North Dakota did not meet was Indicator 13, IEP Transition Planning by age 16. Compliance must be at 100% and ND reported 86.31%. The complete determination letter is posted on the NDDPI website.

The State Director reported that OSEP representatives visited North Dakota in August to engage in discussion about plans for development of the State Systemic Improvement Plan (SSIP). At the conclusion of the meetings, the OSEP team provided a summary regarding their observations of strengths and weaknesses related to the success of the SSIP. Strengths include: emphasis for the use of evidence based practices; support from NDDPI administration and within other Department units; a deep level of expertise regarding improvement, curriculum, assessment, data and instruction; a robust data system with a wealth of data elements to draw from for improvement planning. Weaknesses include: no statewide initiatives focusing on one area of improvement; local control issues can be an area of weakness or strength depending upon the area of focus and the system components needed to succeed at the local level.

Department staff provided information regarding the State Systemic Improvement Plan (SSIP) and the State Toolkit for Examining Post School Success (STEPSS). These efforts continue Results Driven Accountability efforts within general supervision requirements and is focused on one performance priority. The Phase I process includes State identified measurable results, broad data analysis, and broad infrastructure analysis.

The SSIP will incorporate local level planning with stakeholder input, and STEPSS is a web-based data based decision making system.

The Committee was provided information regarding the Discretionary Grant application and funding process. There were 21 grant applications submitted from local education units across the State. Of the 21 grants submitted, 14 met the requirements and were funded. Five grants will focus on academic proficiency, 4 grants will focus on classroom performance, and 4 grants will focus on improving graduation rates.

The IDEA Committee Annual Report was presented to the Committee, and after some discussion, was approved by motion and seconded by Committee members. The Annual Report is posted on the Department's website.

Committee Member Recommendations

Future IDEA Committee Annual Reports should identify the recommendations that the IDEA Committee provides to NDDPI. The Annual Report should include input on unmet needs identified by Committee members.

A Committee member voiced a concern regarding dispensing medication in the schools. It was recommended that the appropriate Department staff attend a Committee meeting to discuss this issue.

Meeting Summary: December 11, 2014

The ND Annual Performance Report (APR) is posted on the Department's website at: <https://www.nd.gov/dpi/Administrators/SpecialEd/DataandReports/>

The following summary of data was presented to Committee members by consultant, Susan Wagner, President of Data Driven Enterprises.

States are required by law to submit an Annual Performance Report every year to the federal government on the 20 indicators.

Indicator 1: Graduation Rate: Percent of youth with IEPs graduating from high school with a regular diploma. North Dakota did not meet this target. Students with disabilities in North Dakota can stay in school until they are 21. The APR has the data for the 5-year extended and 7-year extended year cohort data. North Dakota is in the middle compared to other states in 12-13 graduation rates. The target for Indicator 1 is 89%.

Indicator 2: Drop Out Rate: Percent of youth with IEPs dropping out of high school. North Dakota met this target. North Dakota is on the higher end for drop-out. The reason North Dakota is the second highest next to Colorado is because of the way North Dakota calculates the drop-out rate. Target is 19.50% for this indicator. We met this target. The target is set to go to 17% in 2018-19.

Indicator 3: Statewide Assessment Participation Rate – Reading. North Dakota did not meet the target. Compared to other states North Dakota has high participation rates. The 3b target is 95%.

North Dakota did not meet the target for 3C proficiency rates in Reading and Math. The percentage rate was 49.30% for 13-14 and the target for 14-15 is 100%. There was a concern by the committee that the percentage rate in North Dakota is dropping. The special education units range from 0-71% in Math proficiency rate. The range for Reading was 9-70% for special education units.

Indicator 4: Suspension/Expulsion Rate: Rate of suspension and expulsion for students with disabilities for greater than 10 days in a school year. North Dakota met the target for Indicator 4. Indicator 4B is the rate of suspension/expulsion by race/ethnicity. North Dakota met the target for Indicator 4B. The target for 4a is .97%. The target for 4b is set by OSEP and has to be 0%.

Indicator 5: LRE for students – percent of children with IEPs aged 6 through 21 served. North Dakota met the target. North Dakota was the highest among the MPRRC states at 77.61% for 5a. The target for 5A is 75.10%. The target for 5B is 4.60%. The target for 5C is 2.00% for 2014-15.

Indicator 6: LRE for Preschool Students – Percent of children with IEPs aged 3 through 5 attending. North Dakota met the target for this indicator. North Dakota is one of the lowest states in this indicator within the MPRRC states at 30.60%. Nancy explained that every state has different understanding of definition of the regular education environment which might explain why we are one of the lowest. The target for 6A for 2018-19 is 29.60% from 27.30% for 2014-15. The target for 6B is 28.80% for 2014-15 to 26.50% for 2018-19.

Indicator 7: Percent of preschool children with IEPs. North Dakota met the target for this indicator. Indicator 7 comes from ND Early Childhood Outcomes Summary form from Tienet. The data is verified by a comparison of Tienet Indicator 7 unit verified report from July 2014 and the final Tienet unit 7 report. The target for 7A1 was 83.50% and 7A2 63% for 2014-15. The target for 2018-19 7A1 is set for 84.50% and 7A2 at 64%. North Dakota met this target. The target for 7B is 84% and 7B2 is 55% for 2014-15. The target for 2018-19 is 7B is 85% and 7B2 is 56%. The target for 7C for 2014-15 is 80.50% for 7C2 72%. The target for 2018-19 for 7C is 81.5 and 7C2 is 73%.

Indicator 8: Parent Involvement – percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. North Dakota met the target for this indicator. The parent survey is posted on ND Department of Public Instruction at <https://www.nd.gov/dpi/students-parents/SpecialEducation/specialed-parentsurvey/>. We used a new sampling method. North Dakota's response rate was 11.9% for 2013-14. North Dakota's response rate is in the middle compared to other states. North Dakota's percentage for 2014-15 was 70.80%. Target for 2018-19 is set for 73.10% which would be based on the number of parents that report parent satisfaction on the survey.

Indicator 9: Disproportionate Representation – percent of districts that had disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification. North Dakota met the target for this indicator. OSEP sets the target for this indicator which is at 0%.

Indicator 10: Disproportionate Representation by Disability Category – percent of districts that had disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. North Dakota met the target for this indicator. OSEP sets the target for this indicator which is at 0%.

Indicator 11: Evaluation in 60 days – percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days. The data is collected through Tienet. North Dakota did not meet this target. OSEP's target is 100%.

Indicator 12: Transition from Part C to Part B – percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. North Dakota met this target as the target is 100%.

Indicator 13: Transition planning on IEP by age 16 – percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals. North Dakota did not meet the target for this indicator. North Dakota's rate was 98.38% for 2013-14 which was an increase from 2012-13 at 86.31%. There were 374 files reviewed for this indicator. Dr. Ed O'Leary was brought in this year to help training teachers on this indicator. North Dakota's target for this indicator is 100%.

Indicator 14: Post-Secondary Outcomes – percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in post-secondary education/training or employed. North Dakota's rate for 2013-14 was 29.89% for Indicator 14A. The targets for 14A for 2014-15 is 30.09% to 32.39% for 2018-19. North Dakota's rate for 2013-14 was 56.52% for Indicator 14B. The target for 14B for 2014-15 is 56.72% to 59.02% for 2018-19. North Dakota's rate for 2013-14 was 80.98% for Indicator 14C. The target for 14C for 2014-15 is 81.18% to 83.48% for 2018-19.

Matthew McCleary thought maybe it would be better to survey transition students with similar questions as the parent survey while they are still in school. Instead of just asking dropout students ask every student the question about preparation after high school for Indicator 14.

Indicator 15: Resolution Sessions – if states have fewer than 10 they don't have to report the data.

Indicator 16: Mediation - percent of mediations held that resulted in mediation agreements - if states have fewer than 10 they don't have to report the data.

The Department's dispute resolution coordinator and complaint investigator presented the annual report on dispute resolution. A copy of the report was given to the committee. The Department's dispute resolution focus is to collect, analyze and report State data, along with the provision of training for stakeholders. Two requests for mediation were received and one meeting was held as agreed upon by both parties. It did not result in final agreement. The number of IEP facilitations has increased although IEP facilitation is not required under IDEA. Three requests for complaint investigation were received.

One was fully investigated and two complaints did not meet the requirements for investigation. There were four requests for Due Process in 2013 – 14. Details regarding the outcomes of the complaint investigations are included in the summary report.

The State Director distributed a document provided by the Department that addresses questions and issues regarding school nursing services and medications in schools. Some districts have interpreted State law to intend that, unless they had a school nurse, they couldn't dispense medications. The Director noted that this issue will likely be addressed during the upcoming legislative session.

IDEA Committee members chose the State Systemic Improvement Plan (SSIP) as the priority for the 2014 – 15 school year. Interest areas include the following:

- Results Driven Accountability
- Teaching Standards (shortages)
- Preschool LRE
- Parent Involvement

Committee Member Recommendations

During the Leadership Institute with Special Education Directors, include a presentation to address the issue of helping parents understand the dispute resolution process.

NDDPI could provide more information about Traineeships to the Committee members. The parent center has been receiving phone calls with concerns about teacher qualifications.

A concern was expressed that the oil impact has increased demands on schools. Perhaps the Committee can support NDDPI in efforts to help schools that are struggling with this issue. The State Director will take this concern to NDDPI management and suggest that an updated study be conducted by the Department.

Information from the Department is requested regarding the issue that the number of preschool students educated in the Least Restrictive Environment (LRE) is significantly less than the number of school-aged students educated in the LRE.

Meeting Summary: March 5, 2015

Department staff provided detailed information regarding the State Systemic Improvement Plan (SSIP) for the purpose of discussion and setting 6 year targets. Following extensive discussion, Committee members moved and seconded approval of the targets set for the SSIP.

Phase I: Focus Population: Students with Behavioral, Social/Emotional, Social Communication and Health Needs

- Includes students with primary and secondary disabilities of ED – 12% of SWD
- Includes Students identified with other disability types but similar needs
- Approximately 25% of SWD in ND

Measure used to Evaluate our Efforts – State identified Measurable Result (SiMR)

- Increase the extended 6 year graduation rate for ED students
 - Primary or secondary disability of ED
 - Rate calculated annually
 - Annual targets are set to monitor progress and determine whether to continue on the same course of action, change the course of action, and whether to adjust the annual target(s) for the future.

Course of Action:

- Special Education Units will develop a Continuous Improvement planning process and submit that to the department which will include two different standards. The standards are effective instruction and effective support for students with those specific needs.
- DPI will provide technical assistance and financial resources to assist local special education units to conduct a planning process that result in the identification of Evidence Based Practices to be implemented in their school programs.
- DPI will assist and support local special education units to design and deliver quality professional development regarding evidence based practices.
- DPI will assist local special education units to monitor progress and evaluate efforts.
- DPI will assist other private and public agencies to promote an increase in the availability of public and private mental health services for students identified with mental health needs, including ED students.

Scope of Work:

- Keep students in school
- Bring students back to school
- Assist students to earn a diploma

Setting Targets:

Extended 6 year graduation rates

- 1st Year Target – Cohort who graduated in 2014 – Low Effect
- 2nd Year Target – Cohort who graduates in 2015 – Low Effect
- 3rd Year Target – Cohort who will graduate in 2016 (Present Juniors) – Some Effect
- 4th Year Target - Cohort who will graduate in 2017 – (present Sophomores) – Some Effect
- 5th Year Target – Cohort who will graduate in 2018 (Present Freshmen) – More Effect

- Cohort and Rate:

4th year graduation rate

2009-10– 51.3%

2010-11– 49.6%

2011-12– 52.7%

2012-13– 56%
2013-14 – 55.5%

6 year rate graduation rates

2009-10 – 66%
2010-11 – 57.7%
2011-12 – 59.3%

- Cohort Size versus the Effect Size

Recommended Targets:

- Baseline – 60.22%
- Year 1: 60.22%
- Year 2: 60.22%
- Year 3: 61.22%
- Year 4: 63.22%
- Year 5: 66.72% (5.5% above baseline)

Remember the Effect size – 25% of students with disabilities (3380 students)

Department staff presented an update on the Discretionary Grant process. There are two priority areas for this round of applications: implementation of evidence based practices, and development of surveys for the needs assessment portion of the planning process. The discretionary grant applications, with a range from \$2000 to \$15,000, are due on April 17 with notification of award on May 15. There is a stated preference for group or regional efforts and the use of ND trainers.

Committee Member Recommendations

An email from OSEP regarding accommodation requirements for the ND Alternate Assessment should be shared with school administrators and counselors so they will be made aware of who is going to provide accommodations.

It was suggested that, with NDDPI assistance, the parent center develop a resource around Home-School Communication.

Meeting Summary: June 11, 2015

Department staff provided information regarding the Speech Language Pathology (SLP) task force that was created to address speech language pathologist needs in North Dakota. The shortage of SLPs has increased to 28.75 FTEs. The task force created an action plan to include two strategies: conduct a feasibility study for an outreach program for SLPs with Bachelor's degrees that includes a practicum experience in rural districts; explore expanding the scholarship program to additional university programs. Each year, the Department supports six scholarships to graduate level SLPs.

The Department also supports a full year internship to attract special education teachers in rural districts. Participants are licensed general education teachers and the internship includes a mentorship component. Once accepted for the resident teacher traineeship, the applicant may be funded for a maximum of three years or until they complete the special education endorsement.

Department staff provided an update regarding the ND Alternate Assessment process. The participation window closed on June 1. There were 633 students tested, or in progress, as of June 9. The staff members noted that they have received some good feedback from the field. A Committee member, who is a school representative, expressed a concern about the length of the test. The concern is with the amount of time it takes to teach the students how to maneuver the test before they actually take the test. Next year the students will have to learn the universal tools again and that takes the student away from instructional time.

A Committee member questioned if it is an issue of FAPE if a nurse is not available in the school and the student's IEP requires a nurse (for medications, etc.). The State Director reported that this issue was raised during the legislative session but the legislature did not mandate that school nurses are required in schools. The Director noted that if nursing services are indicated on the IEP but are not being provided, then parents should contact the Department.

Committee Member Recommendations

Appointing a parent representative to the SLP Task Force could help with lobbying the legislature to see the needs resulting from the SLP shortage.

The Committee recommended that someone from NDDPI report back to the Committee regarding what is decided from the committee that the State Superintendent of Public Instruction is putting together to look at the ND State Assessment.

Committee members review 618 data submitted to OSEP on an annual basis. Summary statewide Child Count Data follows.

2012 Total of Disabilities

Servicing SEU Plant	Total of	AUT	DB	ED	HI	MR	NCD	OHI	OI	SI	SLD	TBI	VI
Bismarck Special Ed Unit	1330	71		68	16	69	101	194	12	396	393	4	6
Burleigh Co Special Ed Unit	16							3		9	4		
Dickinson Special Ed Unit	438	31		17	3	33	66	68	3	95	116	5	1
East Central Special Ed Unit	183	2	1	2	1	13	12	12	1	51	88		
Emmons Co Special Ed Unit	64	2		2	1	1	4	4	1	20	28		1
Fargo Special Ed Unit	1310	101	1	126	9	88	169	144	11	242	407	6	6
Ft Totten Special Ed Unit	43			3	2	8	7	1	2	5	15		
Grand Forks Special Ed Unit	1043	76		105	11	73	101	153	9	182	323	5	5
GST Special Ed Unit	261	16		23	3	19	23	68	1	22	84		2
James River Special Ed Unit	185	15		6	1	7	19	29	2	43	63		
Jamestown Special Ed Unit	347	27		21	2	16	48	50	6	81	96		
Lake Region Special Ed Unit	648	23	1	27	12	29	97	45		166	243	3	2
Lonetree Special Ed Unit	190	8		10	2	8	13	19	1	54	75		
Morton-Sioux Special Ed Unit	647	17		47	5	41	46	44	9	247	187	2	2
Northern Plains Special Ed Unit	181	9		11	3	11	25	24	1	42	52	1	2
Oliver-Mercer Special Ed Unit	180	5		2	3	10	11	25	1	55	63	2	3
Peace Garden Student Support Services	410	19		7	3	24	86	57	2	86	126		
Pembina Special Ed Cooperative	166	5		7	1	7	12	37		41	55		1
Rural Cass Special Ed Unit	227	13		6	1	17	38	30		61	58	2	1
Sheyenne Valley Special Ed Unit	286	10		5	6	34	30	51	3	37	107	1	2
Souris Valley Special Ed Unit	1740	136		118	14	82	257	240	11	462	405	6	9
South Central Prairie Sp Ed Unit	145			4		9	12	21	2	36	61		
South Valley Special Ed Unit	399	21		15	4	21	45	56	1	67	168		1
Southwest Special Ed Unit	100	5		4		6	12	12	1	23	35	2	
Standing Rock Special Ed Unit	35	6		1		1	9	2		13	3		
Turtle Mt Special Ed Unit	47			5	1	6	11	8		4	11	1	
Upper Valley Special Ed Unit	478	17		22	6	16	63	86		105	160	2	1
Wahpeton Special Ed Unit	169	5		8		6	28	30	1	42	47	1	1
West Fargo Special Ed Unit	994	97		76	9	61	132	128	5	209	268	7	2
West River Student Services	325	7		9	4	13	28	43	2	70	143	3	3
Wilmar Special Ed Unit	681	39		36	9	38	81	80	12	111	270	2	3
Total	13,268	783	3	793	132	767	1586	1764	100	3077	4154	55	54

2013 Total of Disabilities

ServicingSEUPlant	Totalof	AUT	DB	ED	HI	ID	NCD	OHI	OI	SI	SLD	TBI	VI
Bismarck Special Ed Unit	1332	82		67	17	63	110	199	11	374	399	6	4
Burleigh Co Special Ed Unit	11							1		7	3		
Dickinson Special Ed Unit	445	31		23	4	30	63	60	5	99	126	3	1
East Central Special Ed Unit	170	3		1	2	13	9	11	1	49	81		
Emmons Co Special Ed Unit	55	3		2	1	1	2	3	1	15	27		
Fargo Special Ed Unit	1272	100	1	122	10	84	171	137	6	218	411	6	6
Ft Totten Special Ed Unit	49	2		3	1	7	11		1	1	23		
Grand Forks Special Ed Unit	1084	70		122	8	74	127	159	7	205	302	4	6
GST Special Ed Unit	255	15		27	2	21	22	68	1	21	75		3
James River Special Ed Cooperative	160	19		8	1	6	16	22	2	29	57		
Jamestown Special Ed Unit	329	27	1	18	4	16	43	50	5	63	101		1
Lake Region Special Ed Unit	680	26	1	43	14	39	88	43		169	253	3	1
Lonetree Special Ed Unit	188	10		9	2	6	11	28	1	57	64		
Morton-Sioux Special Ed Unit	646	20		41	3	43	40	55	6	240	194	2	2
Northern Plains Special Ed Unit	196	13		12	3	12	26	21	1	42	63	1	2
Oliver-Mercer Special Ed Unit	197	4		6	4	6	17	21	3	60	72	2	2
Peace Garden Student Support Services	409	27		9	1	25	93	52	2	86	114		
Pembina Special Ed Cooperative	174	4		13	2	5	16	33		43	57		1
Rural Cass Special Ed Unit	220	11		5	1	16	36	31		56	61	2	1
Sheyenne Valley Special Ed Unit	259	16		7	4	26	27	40	3	34	100		2
Souris Valley Special Ed Unit	1735	138		119	18	89	245	251	10	446	403	8	8
South Central Prairie Sp Ed Unit	155	1		4		7	19	23	2	29	70		
South Valley Special Ed Unit	399	18		15	4	22	47	60	1	66	165		1
Southwest Special Ed Unit	109	5		4		3	10	13	1	31	40	2	
Standing Rock Special Ed Unit	33	4			1	1	10	3		11	3		
Turtle Mt Special Ed Unit	44			3	2	4	10	5		6	13	1	
Upper Valley Special Ed Unit	492	19		20	5	24	74	104	1	90	151	2	2
Wahpeton Special Ed Unit	156	5		10		5	38	19	1	37	40		1
West Fargo Special Ed Unit	1104	107	1	85	14	65	147	150	8	243	272	9	3
West River Student Services Unit	341	12		10	5	18	29	54	2	63	142	3	3
Wilmac Special Ed Unit	700	45		45	14	49	84	80	11	89	276	4	3
Total	13,399	837	4	853	147	780	1641	1796	93	2979	4158	58	53

2014 Total of Disabilities

ServicingSEUPlant	Totalof	AUT	DB	ED	HI	ID	NCD	OHI	OI	SI	SLD	TBI	VI
Bismarck Special Ed Unit	1395	97		85	16	72	121	208	13	365	408	8	2
Burleigh Co Special Ed Unit	15			1	1		2			7	4		
Dickinson Special Ed Unit	458	37		18	5	31	64	72	5	99	122	4	1
East Central Special Ed Unit	180	3	1	2	2	16	2	12	1	50	91		
Emmons Co Special Ed Unit	60	4		2	2	1	4	4	1	18	24		
Fargo Special Ed Unit	1345	111	1	125	11	86	182	148	3	219	446	7	6
Ft Totten Special Ed Unit	41			2	1	3	10	1	1	3	20		
Grand Forks Special Ed Unit	1064	79		117	11	50	123	163	4	193	315	4	5
GST Special Ed Unit	257	17		27	3	18	26	61	1	28	74	2	
James River Special Ed Cooperative	167	24		7	2	5	21	22	3	33	50		
Jamestown Special Ed Unit	333	27		14	4	17	47	47	3	63	110		1
Lake Region Special Ed Unit	622	20		43	12	40	95	38	1	121	248	3	1
Lonetree Special Ed Unit	172	13		7	1	7	13	24	1	44	61		1
Morton-Sioux Special Ed Unit	599	30		36	4	41	33	54	6	214	178	2	1
Northern Plains Special Ed Unit	201	10		12	3	9	32	15	1	53	64	1	1
Oliver-Mercer Special Ed Unit	183	4		5	3	5	18	17	3	49	76	1	2
Peace Garden Student Support Services	393	27		12	2	24	84	49	2	80	111		2
Pembina Special Ed Cooperative	164	5		12	2	5	15	31		38	56		
Rural Cass Special Ed Unit	223	12		8	1	15	29	38		57	61	1	1
Sheyenne Valley Special Ed Unit	261	16		7	2	25	22	42	1	37	107		2
Souris Valley Special Ed Unit	1847	142		130	23	90	258	292	8	465	430	4	5
South Central Prairie Sp Ed Unit	157	2		4	1	5	20	25	1	28	71		
South Valley Special Ed Unit	358	21		11	4	22	38	54	1	63	143		1
Southwest Special Ed Unit	113	5		2		5	11	10	1	35	43	1	
Standing Rock Special Ed Unit	37	4		1		1	12	3		13	3		
Turtle Mt Special Ed Unit	34			2	1	4	7	6		5	7	2	
Upper Valley Special Ed Unit	522	24		27	4	26	97	119	1	77	145		2
Wahpeton Special Ed Unit	168	6		15		6	43	18	1	35	43		1
West Fargo Special Ed Unit	1193	130	1	84	14	66	148	160	7	277	294	7	5
West River Student Services Unit	361	12		9	6	18	30	57	1	71	150	3	4
Wilmac Special Ed Unit	752	60		34	7	53	105	93	13	83	301	2	1
Total	13,675	942	3	861	148	766	1712	1883	84	2923	4256	52	45